**K-5 Math Lesson Plan**

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| **Teacher:** Team Northwood | | | **Grade:** 1st | | | **Date(s)**: 9/5/12-9/6/12 |
| **Unit Title:** Count to 120 | | | | **Corresponding Unit Task:**  Task 2 | | |
| * **Essential Question(s):** How do I count, read, write, and represent numbers to 120? How do you bundle amounts? Why is bundling important? Why is counting by 10 helpful? | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**   * bags of peppermints in various quantities (in multiples of ten up to 120) * multiple ten frame transparencies | | **Student:**   * multiple ten frames * counters/peppermints | | | * ten frame * tens * bundle | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**   * 1. Make sense of problems and persevere in solving them. * 2. Reason abstractly and quantitatively. * 3. Construct viable arguments and critique the reasoning of others. * 4. Model with mathematics. * 5. Use appropriate tools strategically.   6. Attend to  precision.   * 7. Look for and make use of structure. * 8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  1.NBT.1  *Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.*  (Correlates to NCSCOS Math Objective 1.01c)  [1.NBT.2a](file:///C:\Users\carterc6\AppData\Roaming\Microsoft\Word\1.NBT.2.doc)  *Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as a special case: 10 can be thought of as a bundle of ten ones – called a “ten”.*  (Correlates to NCSCOS Math Objective 1.01) | | | | | |
| **I Can Statement(s):**  I can make a group/bundle of ten.  I can count by tens to 120. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Teacher reminds students of the task from the unit.  *The Piedmont Candy Company makes peppermint candy that is sold throughout the United States. Our class has been chosen to help them count and package the candy. Your job is to fill work orders by bundling the candy in different ways using groups of ten. Mr. Reid, the President of the Piedmont Candy Company, must check the work orders before they are delivered so make sure you count correctly.*  Students will be completing orders for bags for Dollar General up to 120 pieces of candy. | | | | | |
| **Teacher Directed:**  For this task students will be grouping candies into groups of ten with some left over. The teacher will show the students the ten frames and review how ten frames are another way to bundle numbers into groups of ten. S/he will also show what to do with the ones that are “left over.” The teacher will model how to use the ten frame using ten frame transparencies. | | | | | |
| **Guided Practice:**  The teacher will use one of the bags of peppermints to model with the students how they will fill in their ten frames to create bundles of ten peppermints. S/he will also show how to fill out the recording sheet to record the number of peppermints, tens, and ones for the order. | | | | | |
| **Independent Practice:**  Students will work individually to count the number of peppermints in their bags and create groups of tens and some left over. While working they will have to complete the recording sheet as well. | | | | | |
| **Closing/Summarizing Strategy:**  At the close of the lesson, teacher and students will discuss and compare who had the most candies in the first bag, and who would be shipping the most amount of candies in the last bag. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Students use numbers larger than 120 (220, 320, etc.) * Ask, “How many more would you need to make 240, 235, etc.?” * Students continue to count more bags if finished early. | | | * Use a smaller number as the target. * Student can complete one or two rows. * Have students make groups of tens by circling objects. * Use other types of manipulatives like base-ten blocks or Unifix cubes. | | | * Model the task multiple times. * Break the task down into individual components. Give directions for the first task then give the directions and model the activity for the second part. * Say the first few numbers for the student to get them started. |
| **Assessment(s):**  Listening to the students count on from the number of candies in the last bag to 120.  Students will receive a mini-test in which they must count by tens and write the number, bundle groups of ten items, and fill in missing numbers up to 120. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |